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ABSTRACT

This module provides the participant with an overview of life and living conditions in Puerto Rico so that as a teacher he may better understand the lives of Puerto Rican children in mainland schools. Upon completion of this module, the participant will be able to (a) list major cultural forces in the lives of Puerto Ricans on the island and (b) describe both urban and rural lifestyles on the island. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (A 22-item bibliography is included.) (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE:
Puerto Rican Pupils in Mainland Schools

TTP 003.01 THE PUERTO RICAN IN PUERTO RICO

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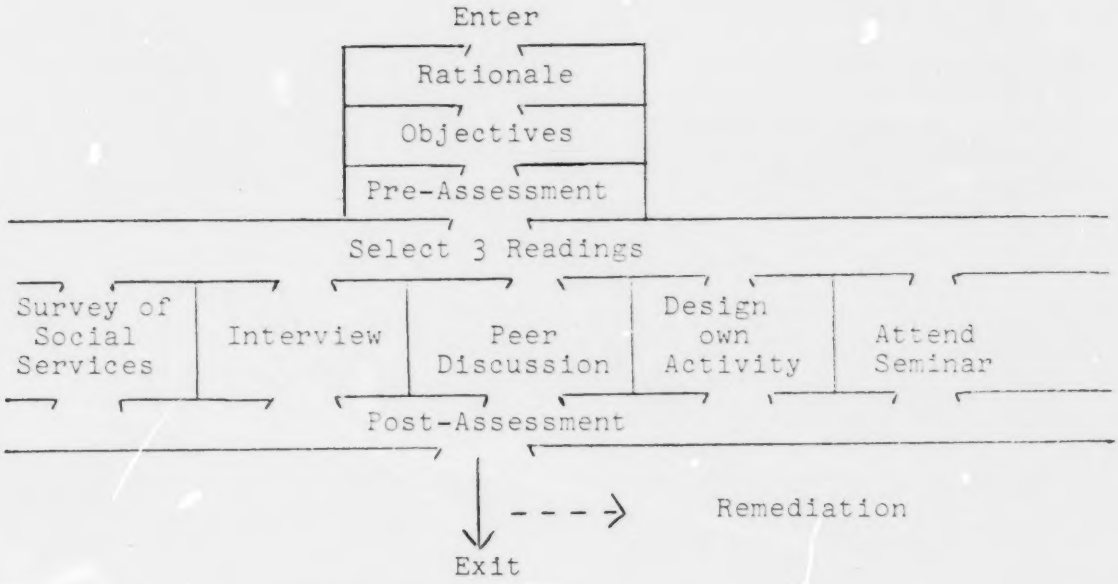
The Puerto Rican in Puerto Rico



RATIONALE

This module provides the participant with an overview of life and living conditions in Puerto Rico. It is believed that a knowledge of the major cultural forces at work in Puerto Rico is necessary for the teacher to better understand the lives of Puerto Rican children in mainland schools.

OBJECTIVES

Given a series of learning alternatives on the Puerto Rican in Puerto Rico, the participant will be able to:

- -list the major cultural forces in the lives of Puerto Ricans on the Island
- -describe both urban and rural life styles on the Island

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following question according to the directions noted.

Prepare an essay of not more than 2500 words listing and explaining the major cultural forces and lifestyles, urban and rural, of Puerto Ricans living on the Island.

LEARNING ALTERNATIVES

I. Read at least three of the following sources:

A. Cordasco, Francesco and Eugene Bucchioni, "The Island Background," The Puerto Rican Experience. (Totowa, N.J.: Rowan & Littlefield, 1973), pp. 1-114.

B. Fitzpatrick, Joseph P. Puerto Rican Americans. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971), pp. 44-52.

C. Lewis, Gordon K. Freedom & Power in the Caribbean pp. 183-189.

D. Brameld, Theodore. The Remaking of a Culture: Life and Education in Puerto Rico. (New York: John Wiley & Sons, Inc., 1959), passim.

E. Seda Bonilla, Eduardo "La Condición Urbana": San Juan, Puerto Rico.

F. Dávila de Fuentes, Gladys. "Socioeconomic and Cultural Characteristics of Families Living in Depressed Areas in Puerto Rico."

II. Select one of the following:

A. Interview staff members of community agencies in your area which provide services to the Puerto Rican community to determine major factors of the ways of life, both urban and rural, on the Island.

B. Interview 3 or more members of the Puerto Rican community in your area to determine the same information noted in II A.

C. Conduct a peer discussion with Puerto Rican college students to determine the same information noted in II A.

D. Design your own learning activity.

E. Attend a seminar as scheduled by your module coordinator.

POST-ASSESSMENT

Prepare an essay, oral presentation, or videotape on the major cultural forces and life styles, urban and rural, of Puerto Ricans living on the Island. Consult with your instructor to determine the length and scope of your presentation.

Competency will be certified when the module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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